

4 Month Reporting Date 3/23/2006 date received: 3/15/06  
 Closed 3/22/06  
 Required 12 Month Completion Date 11/23/2006

## Northeastern Mental Health/Dakota House Improvement Plan Progress Report Form

<b>Principle Three: Appropriate Evaluation</b>			
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><b>ARSD 24:05:25:04:02. Determination of needed evaluation data</b>          As part of an evaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall: review existing evaluation data on the child, including: Evaluations and information provided by the parents of the child; current classroom-based assessments and observations; and observations by teachers and related services providers. File reviews completed by the team indicated parental input into the evaluation process was not documented. Staff interview concluded they were not familiar with this requirement</p> <p>File reviews completed by the team indicated parental input into the evaluation process was not documented. Staff interview concluded they were not familiar with this requirement.</p>			
<p><b>Desired Outcome(s):</b> Through systemic change, the agency/agency will achieve these results for students with disabilities and their families.</p> <p>Parents will be given the opportunity to provide input into the evaluation planning process.</p>			
<p><b>Measurable Goal:</b> The agency/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All student evaluations conducted will include documentation of parental input.</p>			
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Record Date Objective was Completed</b></p>
<p>1. What will the agency do to improve?          Parental input will be a part of the evaluation process and will be included in the report for each student evaluated by the Dakota House/NEMHC. Special education teachers will make every attempt to obtain parental input on a dated parental input evaluation form. If parental input form is not returned, the agency will document on the PPN all attempts (via telephone, email, or in person) to gain parental input.</p> <p>What data will be given to SEP to verify this objective?          One special education teacher will spot check two student files from each special education teacher who has conducted an initial or reevaluation assessment, to verify parental input into the evaluation process has been obtained. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p><b>March 23, 2006          And ongoing thereafter.</b></p>	<p><b>NEMHC Special          Education Staff</b></p>	<p style="text-align: center;"><b>Met 3/15/06          (RC)</b></p>

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Please explain the data (4 month)

**Parental Input**

Spot checks were performed on special education files on 3-1-06.

The first file reviewed of female #1 was an initial IEP. The surrogate parent in this case discussed testing with the special education teacher. The special education teacher documented a conversation regarding testing at the bottom of the PPN on 11/04/05. The surrogate parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented on the IEP on 12/2/05.

The second file reviewed of female #2 was a 3-year evaluation of the IEP. The surrogate parent in this case discussed testing with the special education teacher. The special education teacher documented a conversation regarding testing at the bottom of the PPN on 1/30/06. The surrogate parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented on the IEP on 2/15/06.

The third file reviewed of Male #1 was a 3-year evaluation of the IEP. The surrogate parent in this case discussed testing with the special education teacher. The special education teacher documented a conversation regarding testing at the bottom of the PPN on 1/4/06. The surrogate parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented on the IEP on 2/23/06.

The fourth file reviewed of female #3 was an annual Individual Education Plan. The parent in this case discussed testing with the Special Education Teacher and agreed on the testing that was performed. The special education teacher documented a conversation regarding testing at the bottom of the PPN on 01/05/2006. The parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented in the Individual Education Plan on 01/24/2006.

The fifth file reviewed of male #2 was a 3 year Individual Education Plan. The parent in this case discussed testing with the Special Education Teacher and agreed on the testing that was performed. The Special Education Teacher documented a conversation regarding testing at the bottom of the PPN on 01/16/2006. The parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented on the Individual Education Plan on 02/22/2006.

The sixth file reviewed of male #3 was a 3 year Individual Education Plan. The foster/surrogate parent in this case discussed testing with the Special Education Teacher and agreed on the testing that was performed. The Special Education Teacher documented a conversation regarding testing on the bottom of the PPN on 01/03/2006. The parent also signed the PPN via phone on 01/03/2006 stating all tests were appropriate for the child at the current time. Parental input was documented on the Individual Education Plan on 02/08/2006.

Please explain the data (8 month)

Please explain the data (12 month)

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<b>Principle Four: Procedural Safeguards</b>			
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>ARSD 24:05:30:04. Prior notice and parent consent</b>          Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Consent was not obtained for evaluations administered to students in three files reviewed. For example, a behavior evaluation was administered but was not included on the prior notice/consent signed by the parent, and a transition evaluation was administered without prior notice/consent from the parents.</p> <p>Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Consent was not obtained for evaluations administered to students in three files reviewed. For example, a behavior evaluation was administered but was not included on the prior notice/consent signed by the parent, and a transition evaluation was administered without prior notice/consent from the parents.</p>			
<p><b>Desired Outcome(s):</b> Through systemic change, the agency/agency will achieve these results for students with disabilities and their families.</p> <p>The agency will obtain written parental consent before conducting a first-time evaluation, and reevaluation.</p>			
<p><b>Measurable Goal:</b> The agency/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>All first-time student evaluations, and reevaluations conducted by the agency will have written parental consent prior to conducting the evaluations.</p>			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the agency do to improve?          Agency staff will ensure parental consent is obtained for all evaluations administrated.</p> <p>What data will be given to SEP to verify this objective?          One special education teacher will spot check two student files from each special education teacher who has conducted an initial or reevaluation assessment, to verify parental consent for all evaluations administrated. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	March 23, 2006 And ongoing thereafter.	NEMHC Special Education Staff	Met 3/15/06 (RC)

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Please explain the data (4 month)

**Parental Input**

Spot checks were performed on special education files on 3-1-06.

The first file reviewed of female #1 was an initial IEP. The surrogate parent in this case discussed testing with the special education teacher. The special education teacher documented a conversation regarding testing at the bottom of the PPN on 11/04/05. The surrogate parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented on the IEP on 12/2/05.

The second file reviewed of female #2 was a 3-year evaluation of the IEP. The surrogate parent in this case discussed testing with the special education teacher. The special education teacher documented a conversation regarding testing at the bottom of the PPN on 1/30/06. The surrogate parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented on the IEP on 2/15/06.

The third file reviewed of Male #1 was a 3-year evaluation of the IEP. The surrogate parent in this case discussed testing with the special education teacher. The special education teacher documented a conversation regarding testing at the bottom of the PPN on 1/4/06. The surrogate parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented on the IEP on 2/23/06.

The fourth file reviewed of female #3 was an annual Individual Education Plan. The parent in this case discussed testing with the Special Education Teacher and agreed on the testing that was performed. The special education teacher documented a conversation regarding testing at the bottom of the PPN on 01/05/2006. The parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented in the Individual Education Plan on 01/24/2006.

The fifth file reviewed of male #2 was a 3 year Individual Education Plan. The parent in this case discussed testing with the Special Education Teacher and agreed on the testing that was performed. The Special Education Teacher documented a conversation regarding testing at the bottom of the PPN on 01/16/2006. The parent also signed and returned the PPN stating all tests were appropriate for the child at the current time. Parental input was also documented on the Individual Education Plan on 02/22/2006.

The sixth file reviewed of male #3 was a 3 year Individual Education Plan. The foster/surrogate parent in this case discussed testing with the Special Education Teacher and agreed on the testing that was performed. The Special Education Teacher documented a conversation regarding testing on the bottom of the PPN on 01/03/2006. The parent also signed the PPN via phone on 01/03/2006 stating all tests were appropriate for the child at the current time. Parental input was documented on the Individual Education Plan on 02/08/2006.

Please explain the data (8 month)

Please explain the data (12 month)

**Principle Five: Individual Education Program**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:13.02 Transition Services and ARSD 24:05:27:01.03(1) Content of individualized education program (IEP)**

The agency has recently started to administer transition assessment to students of transition age. The present levels of performance should be based upon the functional assessment information. In two of two files reviewed in which students were sixteen years old or older, transition was not adequately addressed in the student's IEP present level of performance. The PLOP lacked the student's strengths, weakness/needs regarding school to secondary activities. The student's PLOP did not state how the student's disability affects the student's involvement and progress in the general education curriculum.

**Desired Outcome(s):** Through systemic change, the agency/agency will achieve these results for students with disabilities and their families.

The agency will ensure students in need of transition services, have within their IEP an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation. Based on the student's IEP PLOP for transition the agency will address appropriate activities/services, person responsible or initiation dates which would promote movement to adulthood.

**Measurable Goal:** The agency/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students in need of transition services will have it addressed in the PLOP on their IEP.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the agency do to improve?            The agency will ensure students in need of transition services, have within their IEP an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation.</p> <p>What data will be given to SEP to verify this objective?            The agency will submit the number of students in need of a transition plan and of those in need of transition how many had IEPs which appropriately addressed PLOP (strengths, needs, how the disability affects the student involvement and progress in the general curriculum and student/parent input) in the five skill areas.</p>	<p>March 23, 2006            And ongoing thereafter.</p>	<p>NEMHC Special Education Staff</p>	<p>Met 3/15/06            (RC)</p>

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**Transition Services**

Spot checks were performed on special education files on 3-1-06.

It was found that two students were in need of transition services when files were reviewed, the information is as follows:

The first file reviewed of female #1 a transition assessment was conducted to assist in the transitional planning. The ESTR-J-Revised (Enderle-Severson Transition Rating Scale-Form J-Revised) was utilized to assist in generating present level and needs to be addressed as part of her transition to adulthood. The results of this rating scale were listed in a report written by the special education teacher, which was put into the student's educational file. On the PLOPS page of the IEP the team identified all areas of transition (found in the report) including, strengths, needs, how the disability affects the student involvement and progress in the general curriculum and student/parent input. During this file review it was also noted that a course of study was appropriately addressed in the student's IEP. The IEP also had a specific coordinated set of activities, which addressed the student's needs that had been agreed on by the IEP team members that included the student.

The second file reviewed of male #1 a transition assessment was conducted to assist in the transitional planning. The ESTR-J-Revised (Enderle-Severson Transition Rating Scale-Form J-Revised) was utilized as a tool to assist in generating present level and needs to be addressed as part of his transition to adulthood. The results of this rating scale were listed in a report written by the special education teacher, which was put into the student's educational file. On the PLOPS page of the IEP the team identified all areas of transition (found in the report) including, strengths, needs, how the disability affects the student involvement and progress in the general curriculum and student/parent input. During this file review it was also noted that a course of study was appropriately addressed in the student's IEP. The IEP also had a specific coordinated set of activities, which addressed the student's needs that had been agreed on by the IEP team members that included the student.

Please explain the data (8 month)

Please explain the data (12 month)

**Principle Five: Individual Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:13.02 Transition Services and ARSD 24:05:27:01.03(1) Content of individualized education program (IEP)**

The course of study did not state the specific electives.

**Desired Outcome(s):** Through systemic change, the agency/agency will achieve these results for students with disabilities and their families.

The agency will ensure students in need of transition services, have within their IEP an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation. Based on the student's IEP PLOP and course of study the agency will address appropriate activities/services, person responsible or initiation dates which would promote movement to adulthood.

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**Measurable Goal:** The agency/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students in need of transition services will have course of study with specific electives addressed on their IEP.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the agency do to improve?  The agency will ensure students in need of transition services have course of study with specific electives addressed on their IEP.</p> <p>What data will be given to SEP to verify this objective?  The agency will submit the number of students in need of a transition plan and of those in need of a transition plan how many had IEPs, which appropriately addressed course of study with specific electives.</p>	<p><b>March 23, 2006</b>  <b>And ongoing thereafter.</b></p>	<p><b>NEMHC Special Education Staff</b></p>	<p><b>Met 3/21/06</b>  <b>(RC)</b></p>

Please explain the data (4 month)

#### **Transition Services**

Spot checks were performed on special education files on 3-1-06.

It was found that two students were in need of transition services when files were reviewed, the information is as follows:

The first file reviewed of female #1 a transition assessment was conducted to assist in the transitional planning. The ESTR-J-Revised (Enderle-Severson Transition Rating Scale-Form J-Revised) was utilized to assist in generating present level and needs to be addressed as part of her transition to adulthood. The results of this rating scale were listed in a report written by the special education teacher, which was put into the student's educational file. On the PLOPS page of the IEP the team identified all areas of transition (found in the report) including, strengths, needs, how the disability affects the student involvement and progress in the general curriculum and student/parent input. During this file review it was also noted that a course of study including electives, which needed to be taken, was appropriately addressed in the student's IEP. The IEP also had a specific coordinated set of activities, which addressed the student's needs that had been agreed on by the IEP team members that included the student.

The second file reviewed of male #1 a transition assessment was conducted to assist in the transitional planning. The ESTR-J-Revised (Enderle-Severson Transition Rating Scale-Form J-Revised) was utilized as a tool to assist in generating present level and needs to be addressed as part of his transition to adulthood. The results of this rating scale were listed in a report written by the special education teacher, which was put into the student's educational file. On the PLOPS page of the IEP the team identified all areas of transition (found in the report) including, strengths, needs, how the disability affects the student involvement and progress in the general curriculum and student/parent input. During this file review it was also noted that a course of study including electives, which needed to be taken, was appropriately addressed in the student's IEP. The IEP also had a specific coordinated set of activities, which addressed the student's needs that had been agreed on by the IEP team members that included the student.

Please explain the data (8 month)

Please explain the data (12 month)

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<b>Principle Five: Individual Education Program</b>			
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <u><b>ARSD 24:05:27:13.02 Transition Services and ARSD 24:05:27:01.03(1) Content of individualized education program (IEP)</b></u> Transition services and activities need to be utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living. The student's IEP did not have a coordinated set of activities which addressed the individual student's needs.			
<b>Desired Outcome(s):</b> Through systemic change, the agency/agency will achieve these results for students with disabilities and their families.  The agency will ensure students in need of transition services, have within their IEP an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation. Based on the student's IEP PLOP and course of study the agency will address appropriate activities/services, person responsible or initiation dates which would promote movement to adulthood.			
<b>Measurable Goal:</b> The agency/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  All students in need of transition services will have a coordinated set of activities which address the individual student's needs on their IEP.			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
1. What will the agency do to improve? Dakota House/NEMHC will hold an in-service for appropriate special education staff to review conducted by their state transition liaison  What data will be given to SEP to verify this objective? Dakota House/NEMHC will submit to SEP who conducted the in-service, the date of the meetings, list of people in attendance and summary of outcome(s).	March 23, 2006 And ongoing thereafter.	NEMHC Special Education Staff	<b>Met 3/15/06 (RC)</b>



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**In-services**

November 23<sup>rd</sup> 2005 Dakota House special education teacher (Jessica Glodrey) met for an in-service with Cindy Kirschman, from the Transition Services Liaison Project of the North-Central Transition Liaison, regarding transition.

November 28<sup>th</sup> 2005 Dakota House special education teacher (Jessica Glodrey) met with special education teacher (Sonya Wagner) to discuss the areas of transition that was covered in the in-service held by Cindy Kirschman on November 23<sup>rd</sup>.

The outcome of these meetings were the following:

1. Review of Transition Assessments that are available to Special Education Teachers when a student is eligible for transition on their IEP.
2. A review of how to write a report on the transition assessment to put in the student's education file.
3. After performing the transition assessment how to address the strengths and needs on the PLOPS page of the IEP.
4. How to write goals that tie in with the transition needs for each child.
5. An awareness of what classes in high school are needed in order to meet post-secondary and vocational needs of each student.

On March 9<sup>th</sup> 2006 special education teachers, Jessica Glodrey and Sonya Wagner attended a workshop in Sioux Falls, SD conducted by Carol B. Massanari, Co-Director, MPRRC. South Dakota Special Education Programs sponsored this workshop.

The outcomes of this workshop were as follows:

1. Discussion of how general content standards and alternate content standards affect the PLOP statements and goals.
2. What good goal statements look like not that IDEA 04 gives an option to not write objectives.
3. This was an interactive session that reviewed current practices, modifications that are to be made, and ideas to help improve IEP writing.

Please explain the data (8 month)

Please explain the data (12 month)

1. What will the agency do to improve?

The agency will ensure students in need of transition services have a coordinated set of activities, which address the individual student's needs on their IEP.

What data will be given to SEP to verify this objective?

The agency will submit the number of students in need of a transition plan and of those in need of a transition plan how many had a coordinated set of activities which addressed the individual student's needs on their IEP.

**March 23, 2006  
And ongoing  
thereafter.**

**NEMHC Special  
Education Staff**

**Met 3/15/06  
(RC)**

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**Transition Services**

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It was found that two students were in need of transition services when files were reviewed, the information is as follows:

The first file reviewed of female #1 a transition assessment was conducted to assist in the transitional planning. The ESTR-J-Revised (Enderle-Severson Transition Rating Scale-Form J-Revised) was utilized to assist in generating present level and needs to be addressed as part of her transition to adulthood. The results of this rating scale were listed in a report written by the special education teacher, which was put into the student's educational file. On the PLOPS page of the IEP the team identified all areas of transition (found in the report) including, strengths, needs, how the disability affects the student involvement and progress in the general curriculum and student/parent input. During this file review it was also noted that a course of study was appropriately addressed in the student's IEP. The IEP also had a specific coordinated set of activities, which addressed the student's needs that had been agreed on by the IEP team members that included the student.

The second file reviewed of male #1 a transition assessment was conducted to assist in the transitional planning. The ESTR-J-Revised (Enderle-Severson Transition Rating Scale-Form J-Revised) was utilized as a tool to assist in generating present level and needs to be addressed as part of his transition to adulthood. The results of this rating scale were listed in a report written by the special education teacher, which was put into the student's educational file. On the PLOPS page of the IEP the team identified all areas of transition (found in the report) including, strengths, needs, how the disability affects the student involvement and progress in the general curriculum and student/parent input. During this file review it was also noted that a course of study was appropriately addressed in the student's IEP. The IEP also had a specific coordinated set of activities, which addressed the student's needs that had been agreed on by the IEP team members that included the student.

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Please explain the data (12 month)